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ABSTRACT

The Gateway Technical Institute's followup study on former adult basic education (ABE) students is examined in this report, which focuses primarily on the process of the study. Since the Gateway study complemented objective measures of program effectiveness with a perspective that is often missing in program evaluations, namely, former participants' subjective perceptions of the value of ABE, the author notes that the study was valuable not only in the results it provided the local district concerning the effects of ABE on former clients, but also in the information it provides researchers concerning the process of such evaluation in ABE. A brief review of literature and previous ABE evaluation processes of the Gateway districts are discussed first. Theoretical and practical limitations of the Gateway followup study are then presented and the design of the study is examined. Suggestions for alternate research procedures in future ABE followup studies are included. Finally, results and conclusions of the study are given. (HL)

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ADULT BASIC EDUCATION FOLLOW-UP STUDY

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ADULT BASIC EDUCATION FOLLOW-UP STUDY by Ruth Fallon

Evaluation, an integral part of Adult Basic Education (ABE) programs, has generally examined program inputs, processes and outcomes (Knox, 1971). Recently more attention has been given to the need for evaluation of ABE program outcomes in terms of both subjective and objective measures, that is, in terms of "participant satisfaction" and participant "performance in adult life roles other than worker," as well as in terms of "content mastery" and "work-related outcomes."[1] In 1976, Gateway Technical Institute conducted a follow-up study on former ABE students to complement objective measures of program effectiveness with a perspective that is often missing in program evaluations, namely, former participants' subjective perceptions of the value of ABE. The Gateway study was valuable not only in the results it provided the local district concerning the effects of ABE on former clients, but also in the information it provides researchers concerning the process of such evaluation in ABE.

This report summarizes the Gateway research findings but focuses on the process of the study. A brief review of literature and previous ABE evaluation processes of the Gateway district are discussed. Theoretical and practical limitations of the Gateway follow-up study are presented and the design of the study is examined. Suggestions for alternate research procedures in future ABE follow-up studies are included. Finally, results and conclusions of the study are given.

Previous Research

Adult Basic Education programs have recognized the need for "substantive evidence of the impact our programs have made on the lives of adults that we have reached."[2] In a paper presented to the Adult Education Research Conference in 1972, Myron Roomkin emphasized the need

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to "examine the consequences of remedial education programs."[3] His plan for program evaluation research in ABE was a sophisticated design for examining economic benefits of the program to its participants, with a specific formula for benefit-cost analysis. Such an evaluation of the cost effectiveness of a program is one way of objectively assessing work-related outcomes of ABE on clients. Roomkin's plan is important in that it focuses on benefits received in the post-training period, but it is limited in that it focuses on only one aspect of those benefits.

Some studies have gathered other information about the program impact on clients as part of overall program assessment. In 1973, for example, William Griffith and William Kent completed a longitudinal study of the "effects of the ABE program on its priority group of students" and of the "relationships between students' post-program performance and their ABE experiences."[4] A sample of participants was studied by means of periodic interviews and basic skills tests over a period of 18 months. The study's population excluded students over 44 years of age and special categories of students such as migrants, institutionalized students and students in English as a Second Language (ESL) classes. Initial interviews were conducted while students were attending classes so the study was not designed solely to assess post-program effects. The study measured changes in student attitudes, however, and found that participation in ABE helped students acquire more realistic views of their academic abilities. Students had high opinions of the ABE program and staff, and they preferred new jobs they acquired after participation in ABE to old jobs previously held.[5]

An Evaluation Study of Adult Basic Education in Maine was completed in 1969. One component of the study measured students' attitudes toward the ABE program they were participating in. Students expressed both self-improvement and task-oriented goals. As the grade completed in ABE in-

creased, the ABE goals became more task-oriented, less self-improvement oriented. Non-citizens had fewer task-oriented goals than citizens, and the employed had more task-oriented goals than the unemployed.[6] The study did not measure effects felt by students once they had terminated from the program.

In 1970, a state-wide program evaluation was conducted in Massachusetts. This study included a component which asked currently enrolled students to express their attitudes toward the program and toward their work in ABE. Students indicated that oral communication skills were more important to them than literacy and computational skills. Teacher-student relationships were found to be significant to the student's self-image and to the student's beliefs in his or her ability to learn.[7] As in the Maine study, no measure of effects felt by students once they left the program and no measure of students' performance in adult life roles were included in this evaluation.

A study in Texas, completed in 1974, analyzed factors determining student enrollment in, attendance in, and completion of ABE programs. Interviews were conducted with adults who had separated from the program during the preceding three years. The study found that "a relatively small percentage of adults surveyed...reported participating for reasons related to occupational or economic improvement."[8] It was also found that inducements to attendance in and completion of ABE programs included the client's perceived satisfaction with his or her progress and achievements in that program.[9] The study concluded that "it does not seem appropriate to evaluate the effectiveness of ABE solely in terms of economic or occupational criteria. Neither does it seem appropriate to say that adults who have dropped out of the program before receiving

some certificate, etc. have 'failed'. Success or failure must be relative to the goals which adults themselves set."[10] The study points to the value of individual clients' perceptions of program effectiveness relative to the goals they set; it measures participant satisfaction with the program and post-program attitudes toward the program. It does not, however, measure post-program effects of the ABE experience on individuals, especially in the areas of adult life roles.

In 1970, a follow-up evaluation was completed on 85 graduates of ABE programs in West Virginia to assess the impact of the programs on "the economic, family, educational and community lives of the ex-students and to provide a three year supportive program to reinforce the ABE experience."[11] The study specifically examined post-program effects of ABE and pursued means other than standardized tests, of measuring those effects. The study found that students could have benefited from integration of vocational education and ABE, job placement assistance and training in community resources. The study also concluded that "the most significant results are often those which are nearly impossible to measure, that is the encouragement or inspiration which our continuing interest might hopefully instill in one or more of our subjects, or their families."[12]

Thus, while many evaluations of ABE outcomes use standard, objective measures such as changes in income levels and reading grade levels, some studies have begun to focus on subjective measures of the impact the program has on individuals.

ABE Evaluation in the Gateway District

In Wisconsin, evaluation of ABE programs has been done on both a state-wide and district-wide level. These evaluations have generally

used objective measures of program outcomes. Data that was compiled in the Gateway district included information on the degree to which local program objectives were met and information required by federal reporting forms: the number of students enrolled and their total hours of attendance, the number and location of classes and the number of completions of specific mastery tests such as the GED. Beyond that, little was known or documented about the effectiveness of the program on individual students, especially those who had terminated from it.

So it was both within the Gateway district and within the field of ABE research that a need was felt for a study that would enlarge the dimensions of the evaluation of ABE program outcomes. Such a study would seek to obtain data on program effectiveness by means of subjective measures, specifically, student perceptions of their satisfaction with the program and its influence on them, and their performance in adult life roles as affected by their participation in ABE. Such data would complement that obtained from objective measures already used in evaluations of program outcomes. Secondly, the study would seek data from students who had already terminated from the program so that clients' post-program perceptions could be documented. The value of such a follow-up study would be to help " evaluate knowledge acquisition in ABE in relation to utilization of that knowledge in the 'real world'"[13] By finding out what happened to students once they terminated from ABE, more "comprehensive program evaluation" would be possible. It was felt that the follow-up study at Gateway could only provide such comprehensive evaluation if it included a representative sample of all enrollees in ABE - both completers and non- completers, clients of all ages and clients who were in all instructional levels

when they participated in ABE.

Limitations of the Research

Few precedents had been set in this area of research. Follow-up studies had been conducted at Gateway on the graduates of many degree and assiciate degree programs, but none had been done on programs such as ABE, which presented unique problems in design and data gathering. Many considerations of the limitations of follow-up in ABE affected the study's design. Perceived limitations included those due to the very nature of subjective measures and follow-up research, and those due to the nature of the ABE program and its clients. Anticipated limitations were both theoretical and practical.

Three main theoretical limitations of the study had to do with the nature of subjective measurement and follow-up research. First, the validity of subjective data was a concern. In any survey research, data are' valid to the degree that respondents can and will give both valid factual information and valid expressions of feelings, attitudes and beliefs. It was anticipated that even valid objective information might be difficult to obtain from disadvantaged and sub-culture respondents.

A second theoretical limitation was the difficulty of establishing causal relationships between ABE activities and post-program behaviors. Interview questions had to be constructed in a most logical and careful manner so that post hoc ergo propter hoc fallacies in judgments about the program's effectiveness could be avoided. The time span between a respondent's participation in ABE and the follow-up interview was a factor in this limitation. In an individual respondent's life, effects of a particular experience such as ABE dissipate with the passage of time and become intermingled with effects of other experiences. Thus it is difficult to

isolate certain effects and attribute them to one "cause" such as ABE participation. This is especially difficult when that participation may have lasted less than 25 hours. Because of this limitation, conclusions regarding the relationships between respondents' ABE experiences and their attitudes and behaviors at the time of follow-up were necessarily conservative.

The third theoretical limitation was that valid and reliable data gathering depended largely on the personal dynamics of the interviewer-respondent interaction. Careful selection and training of interviewers was necessary to alleviate this limitation. Careful matching of interviewer-interviewee by sex, race and language characteristics was also necessary.

In addition to these theoretical limitations, several practical limitations were anticipated in the study. First, since much of the ABE population is highly mobile, difficulties in locating former students were anticipated, as were problems in gaining the cooperation of former students who were located.

Secondly, constructing a valid survey instrument to measure the objectives of the study was considered a major challenge. Due to the great diversity of the ABE program and its clientele, comprehensive measures of program effectiveness would be difficult to establish. The questionnaire would have to account for a variety of learning settings experienced by former clients. Respondents would have learned a variety of subject matter. They would have stayed in the program for vastly different lengths of time and their individual goals in ABE would have varied greatly. Students themselves would vary in their intellectual and academic abilities and in other characteristics. English language abilities and abilities to articulate responses to questions would differ greatly among potential respon-

dents. No consistent level of attainment would have been reached by all respondents when they terminated from the program - completion or non-completion would have been based on individualized goals. Furthermore, base data on some respondents and in some information areas were sketchy. Responses to some questions would of necessity be recollective. Because of these anticipated problems in the construction of a valid survey questionnaire, much revision of the survey instrument was expected.

A third limitation of the study was the absence of a control group. Since the demographic and situational factors that characterize the ABE enrollment in any one fiscal year are so diverse, the identification of a valid control group was considered unfeasible. Results of the study were thus descriptive of the population for the three years encompassed by the study. Comparisons were made among groupings within the sample.

Although these theoretical and practical limitations were anticipated in the study and affected its design, unanticipated limitations which also affected the final design were encountered in the process of the Gateway research. The following discussion of the design of the follow-up study is therefore first an elaboration of the research process, second a discussion of the problems and limitations that were experienced and third, a series of suggestions for other ways of handling those problems and limitations.

The Design of the Study

The design of the Gateway study has six components, each of which represents a phase of the study. The first phase of the study was the establishment of research objectives. The purpose of the study was to determine whether an increased number of hours of participation in ABE and the amount of time lapsed since participation in the program affected the objectives which students had in the program and the degree to which those

objectives were met. The population of the study was limited to ABE enrollees in the fiscal years 1973, 1974 and 1975. Thus respondents would have been away from the program from one to three years. Seven objectives were established for the study. They were:

1. To obtain student perceptions of the value of the program.
2. To identify economic factors that changed as a result of the program.
3. To determine the employment profile of the participant over the three-year period under study.
4. To determine whether the participant had specific objectives while participating in the program, and to determine to what degree those objectives were reached.
5. To identify participant roles in each of the following:
   -enrollment in other educational programs
   -citizenship and voting
   -involvement with children's school
   -family relationships
6. To verify exit level reading ability.
7. To identify problems of follow-up that need to be overcome in order to replicate the study with other ABE programs.

The objectives of the study were found to be too comprehensive. The study tried to document behaviors that are very difficult to document, such as changes in family relationships. Furthermore, it tried to establish causal relationships between program experiences and post-program attitudes and behaviors. Further studies of this type should be limited in scope; they should concentrate on one or two aspects of post-program behaviors or attitudes that deserve to be examined more fully. The objectives should be limited in number and carefully phrased so that what is sought to be measured is both measurable and clearly set forth.

The second phase of the Gateway study was the selection of the sample. Due to fluid enrollment in ABE programs, problems arose in organizing some base information to avoid duplication for students enrolled in both classes

and learning centers. Student enrollments that spanned more than one fiscal year presented other problems.

ABE enrollment lists for the fiscal years 1973, 1974 and 1975 were screened so that students were counted only once each year in which they were enrolled. From each of the three enrollment lists a ten percent random sample was drawn. If a student in this sample was still enrolled in the program at the end of fiscal year 1975, he or she was considered "active" and eliminated. The remaining terminated students comprised Sample List I. For each name in Sample List I, two additional names were randomly drawn to replace those individuals who could not be located or interviewed (Sample Lists II and III). Students who terminated in a fiscal year later than that in which they had originally enrolled, were placed in the year of their termination for the purposes of data analysis. The sample for each year was divided into four categories based on the total accumulated hours of instruction:

Category 1 = students completing 0 to 25 hours of instruction
Category 2 = students completing 26 to 50 hours of instruction
Category 3 = students completing 51 to 100 hours of instruction
Category 4 = students completing more than 100 hours of instruction

Results of the survey were analyzed on the basis of these categories and on the basis of the year of termination.

In future follow-up studies, initial organization of base data would simplify the sample selection process. Consistent record-keeping procedures on a district level would eliminate screening of enrollment lists to avoid duplication of names.[14] In addition, considerations of stratifying the enrollment population to screen groups of former students to be treated separately in such a study could be made. This stratification might be useful to isolate groups such as mentally retarded adults for whom the regular survey processes are inappropriate.

The third phase of the research process was the construction of the survey instrument. Individual in-person interviews were used, since they would avoid writing requirements on the part of the respondent, would allow a verification of reading level at the time of follow-up, and would allow probes of open-end responses. ABE staff members began formulating the survey instrument by composing a "laundry list" of possible questions based on the first five objectives of the study. These questions were refined into survey form and subjected to critical review by experts in ABE and survey research. The survey instrument was field-tested and refined into final form. Revisions in the instrument focused on simplifying the format and wording of questions, on balancing guided-response and open-end questions, on providing valid measures of the stated objectives, and on shortening the length of the survey.

The instrument that was developed in the study has eight sections and was intended to take no more than an hour to administer. It begins with introductory questions on the type of learning setting experienced by the respondent and on the respondent's initial impressions of the program. The next section focuses on goals the respondent had in the program and how ABE helped him or her toward those goals. The third section seeks opinions on specific aspects of the program such as learning settings, materials and teaching. The fourth section deals with the respondent's work history before, during and after ABE, and at the time of follow-up. The fifth section concerns post-program behaviors and attitudes; included are questions on money management, further education, voting habits, community group participation, library card possession and reading habits. The sixth section of the survey is the reading portion of the Wide Range Achievement Test (WRAT) which was also used to determine reading grade

level when the respondent entered ABE. In the seventh section, questions on family relationships and attitudes toward children's school are included. Finally, a series of questions elicits statements of overall changes experienced by the respondent since ABE participation.

Survey instruments in future follow-up studies should be simple and short. Tangential items that do not directly relate to the study's objectives should be eliminated. The survey instrument should be simplified, especially with respect to wording, so that it is more easily understood by the respondent. It might be a good idea to start the survey development process with a "rap" session with former students so that educational terminology will be eliminated and so that the language of the questions will be familiar to respondents. Complex thought processes required to answer questions should be simplified as well. Sequences of questions should be logical and consistent. Finally, a thorough field-test of the instrument should be conducted.

The fourth phase of the Gateway research was the selection and training of interviewers. Characteristics sought in interviewers included familiarity with the ABE program and clientele groups, contacts within sub-culture groups in the three counties of the survey, second language fluency and previous interviewing experience. Some ABE teachers and paraprofessional staff members served as interviewers, but no teacher interviewed a student he or she had previously taught. Interviewers were trained at a one-day training session which included video-taping and role-playing activities. Individual and group refresher sessions were held regularly for interviewers in the first weeks of the interviewing process. Completed interviews were carefully monitored by the interviewer supervisor to assure accurate and consistent data collection.

Several recommendations can be made for the selection and training of interviewers for future studies. First, select interviewers who will work full time, so that interview scheduling does not impede the interviewing process. Select interviewers on the basis of personal characteristics such as assertive behavior and conscientious attention to details in their work. Use ABE teachers and staff as initial contacts to legitimize the study for former students and to provide valuable contacts in the comminity. In training interviewers, plan a thorough and intensive training session. Include video-taping and practice interviews in the community as part of the training. Also include sessions on assertive behaviors and persistency in making contacts with the prospective respondent. Conduct rigorous screening so that insufficiently trained interviewers are not allowed to conduct actual survey interviews.

The interviewing process lasted fourteen weeks, which was about twice as long as anticipated for this phase of the study. Insofar as possible, interviewers and respondents were matched as to sex, race and language background. This successfully enhanced the rapport between the interviewer and respondent.

Many frustrations were encountered in locating and setting up interviews; the problem was finding the participant and getting in the door rather than conducting the interview itself. Each potential respondent from Sample List I was sent an explanatory letter with a return post card to indicate willingness to participate in the survey and to provide address corrections. Replacements from Sample Lists II and III were used when reasonable attempts to locate potential respondents failed. Of all the potential respondents who were not interviewed, 80% were not interviewed because they could not be located. Of those members of the sample who were located, some were

suspicious, evasive and not cooperative. This accounted for 11% of those people who were not interviewed. Miscellaneous reasons accounted for the other 9% of potential respondents who were not interviewed.

Other problems encountered during the interviewing phase of the study included scheduling of interviews and conducting some parts of the interview itself. Scheduling was often a problem when the respondent had several jobs or worked odd hours. Interviewers often spent more time locating a respondent and setting up an interview than conducting the interview itself. During the interview, some resistance was encountered when the respondent was asked to take the reading portion of the WRAT. Respondents were not forced to complete this part of the interview if such resistance was encountered. In all, 273 interviews were completed. Three of these were discarded due to questionable interviewing techniques, so responses from 270 interviews were used in the analysis of data. To obtain the 270 interviews in the study, 286 replacement names were used.

At the completion of the interviewing phase of the study, de-briefing sessions were held with interviewers. At these sessions interviewers confirmed the face validity of interviews they conducted; they felt respondents answered questions honestly. Interviewers also compiled suggestions for interviewing processes in future ABE follow-up studies. These suggestions include:

1. use of full-time interviewers
2. use of a full-time person to locate names and addresses of respondents for all interviewers
3. use of teams of interviewers who would share assignments and be more flexible in setting up times and places for interviews
4. weekly interviewer meetings where problems of interviewing could be discussed, where assignments could be given out and exchanged, and where mutual encouragement could be offered

The final phase of the research process was the analysis of the data. Responses were transferred to computer scan sheets so that tabulations could be made. Analysis of data was done by two factors only: the number of hours of instruction and the amount of time lapsed since participation in ABE. Summary data and chi square tests of significance, where a .05 level or greater was considered significant, were obtained. Further analysis of the data was conducted outside the scope of the Gateway study and constitutes a separate report. Computer analysis and tests of correlation coefficients were used in this additional analysis and are recommended for further studies of this kind.

Results of the Study

Some valuable results and a new perspective on program evaluation were obtained by the Gateway district through this research project. Perceptions of former students revealed strengths and weaknesses of the program that had not been evident in former ABE program evaluations. Valuable information was also obtained concerning former students' employment patterns, their continuing education and their reading habits.

The following employment patterns emerged:

65.5% of those interviewed did not change their employment status from the time of entry into ABE to the time of follow-up

22.6% of those interviewed increased their employment hours by the time of follow-up

10.7% decreased employment hours by the time of follow-up

Increases in the number of respondents employed at the time of follow-up were statistically significant for those respondents terminating in 1973 and those who experienced more than 100 hours of instruction. Of the respondents who had been employed since termination from ABE, 43.1% said they thought ABE helped them get a job.

Many respondents (56.3%) indicated they enrolled in ABE because they wanted to prepare themselves for another educational program. Of the respondents with this goal, 32.9% actually enrolled in other programs after termination from ABE. Many former ABE students have either completed or are still enrolled in further educational programs. This data suggest that ABE is helping people continue their education and training beyond basic levels.

For those respondents who were given the reading portion of the WRAT during the interview, the following patterns of reading levels emerged:

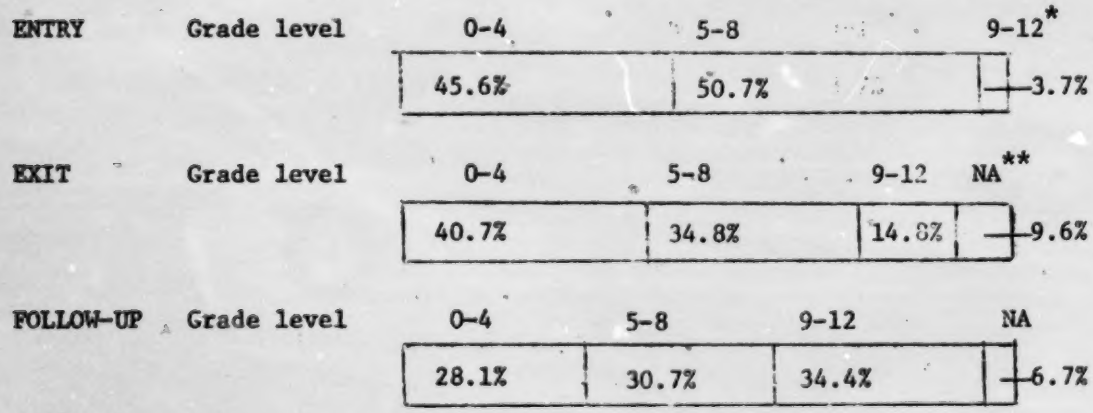
77.6% increased reading grade levels by the time of follow-up

3.6% experienced no change in reading grade levels

18.8% declined in reading grade levels by the time of follow-up

Grouped by levels, the sample shows increases in the proportion of participants functioning at higher academic levels by the time of follow-up as shown by Graph 1.

GRAPH 1
Instructional Levels of the Follow Up Sample
at Entry to and Exit from ABE and at Follow-Up



*highest grade level completed in secondary school
**information not available

Further examination of reading habits showed that of all respondents, 11% more bought newspapers, magazines and books in 1976, and that 55.2% were reading more in 1976 than they were prior to ABE.

Also included in the results of the study were data on goals which respondents had when they were in the program and on respondents' perceptions of the helpfulness of ABE in working toward each of their goals. Mentioned by the greater number of respondents were goals of improving reading, math and writing skills, obtaining the GED, speaking English and being able to help children with schoolwork. Areas where ABE was perceived to help more than 80% of the students who had a specific goal were: learning to speak English, learning to read better, learning to write better and improving math skills. Table 1 summarizes the results of the study concerning goals and the effectiveness of ABE in helping students reach their goals.

TABLE 1
Goals of ABE Follow-Up Respondents and
Helpfulness of ABE in Reaching Those Goals

Goal	No. of Respondents Who Named That Goal	% Helped Toward That Goal by ABE
Read better	206	89.9
Improve math	196	82.1
Write better	165	83.0
Obtain GED	119	28.6*
Speak English	102	96.1
Help children with schoolwork	100	74.0
Obtain driver's license	55	61.8
Fill out income tax returns	40	30.0
Become a citizen	36	30.5

*completed the GED

Of all respondents, 82% said they were satisfied with what they had accomplished in ABE.

Changes in family relationships and community participation patterns were also sought in the study. Patterns of family relationships were found to change very little since participation in ABE: 69.2% of all respondents felt ABE had not changed the way household members got along with one another; 56.9% thought ABE had not changed the way they worked with their children. Of respondents with children, 64.1% thought ABE helped them understand their children's schools and teachers better. This pattern of change was significant for respondents who received over 100 hours of instruction.

Very little change was found in community participation patterns since the ABE experience: 84.4% did not change voter registration status from the time of entry into ABE to the time of follow-up. Only 10% became registered to vote since enrollment in ABE. Patterns of involvement in community groups and public library activities did not change for most respondents - 10% of all respondents have obtained a library card since enrollment in ABE.

As an overall rating of the program, 63.9% of all respondents said the program was very helpful and 33.5% indicated it was helpful.

Conclusions and Recommendations

Conclusions of the study concerned both the research design and the results of the study. Any follow-up of ABE students must recognize that many variables contribute to the success or failure of an individual. Causal links between ABE and a client's post-program behaviors are difficult to establish, but criticism for apparent failures of ABE must also be tempered due to these variables.

Effective follow-up procedures should begin when a student enters ABE. A wide variety of base information should be recorded at this time. Adequate financial resources should be provided in the yearly ABE program plan for a follow-up component including both intake and post-program procedures.

Conclusions on program impact are conservative. Participants have improved their academic skills; many former ABE students have been able to enter other educational programs. Participants improved in their use of English, and in their understanding of their children's schools and teachers. There was an increase in the number of respondents who purchased printed materials. Many patterns of community participation and family relationships did not change following ABE.

The Gateway study has shown that follow-up in ABE is possible but expensive. It can provide valuable information on the impact of the program on former clients and thereby provide a perspective often lacking in traditional program evaluations. More work needs to be done in the area of ABE follow-up to guarantee the validity of data gathered in such studies. Improvements are needed in survey questionnaires which measure affective, subjective changes. Improvements in data-gathering techniques and procedures used to contact former clients would also be valuable. Such further research would benefit both local units conducting the study, as this study did for the Gateway district, and a wider audience of researchers and evaluators of ABE programs.

FOOTNOTES

[1]Alan B. Knox, Program Evaluation in Adult Basic Education (Tallahassee: The Florida State University, 1971), pp. 6-7.

[2]Ronald W. Shearon, "Evaluating Adult Basic Education Programs," Adult Leadership, 19, No. 1 (May, 1970), 15.

[3]Myron Roomkin, "Evaluating Basic Education Programs for Adults: Some Conceptual and Methodological Problems." Paper presented to the Adult Education Research Conference, April 7, 1972. (Chicago), p. 1.

[4]William S. Griffith and William P. Kent, A Longitudinal Evaluation of the Adult Basic Education Program. A Final Report (Falls Church, Virginia: Systems Development Corporation, 1973), pp. 1-1, 1-2.

[5]Ibid., pp. 1-7, 1-12 and 2-29.

[6]University of Maine, Division of Continuing Education, An Evaluation Study of Adult Basic Education in Maine (Orono, Maine, 1969), p. 43.

[7]University of Massachusetts, School of Education, An Evaluation of Adult Basic Education Programs in Massachusetts (Amherst, Massachusetts, 1970), p. 17.

[8]Chad Richardson and Loren M. Nyer, Participation in Texas Programs of Adult Basic Education: An Identification and Analysis of Factors Related to Rates of Enrollment, Attendance and Completion in Adult Basic Education (Austin, Texas, 1974), p. 78.

[9]Ibid., p. 4.

[10]Ibid., p. 78.

[11]Appalachian Adult Basic Education Demonstration Center, Demonstration, Developmental and Research Project for Programs, Materials, Facilities, and Educational Technology for Undereducated Adults (Morehead, Kentucky, 1970). p. 1.

[12]Ibid., p. 84.

[13]Knox, op. cit., p. 8.

[14]In fact, one outcome of the study in the Gateway district was an improvement in data collection procedures when a student now enrolls in or terminates from the program.

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